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ABSTRACT

The operations for achieving skill in motor performance are perceiving, patterning, adapting, refining, varying, improvising, and composing. These operations are readily observable in physical education classes. An observation record containing the seven catagories was used to classify teacher feedback to students. The teachers observed were junior high school and middle school physical educators. The results of the study indicated that teachers responded to a variety of processes. They most often viewed their students as patterning or refining movements. But, perceiving and adapting were also regularly recorded. The processes of varying, improvising, and composing were not used at all. The study yielded two major implications. First, it indicated that teachers view students as going through processes. This makes it possible to consciously plan activities by writing objectives in terms of the various operations. Once the objectives have been specified, the situations can be presented to students in process terms. The teacher can then direct verbal responses to facilitate achievement of the objectives for motor performance. This maximizes learning probability and contributes to student progress toward achieving curricular goals. (DMT)

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MOVEMENT PROCESSES AS OBSERVABLE BEHAVIOR

When one is in the pursuit of curricular progress, the instructional setting must be taken into account. The physical education class is the final proving ground for implementing curricular decisions. Thus, in planning a curriculum, how it will be presented on a day to day basis is a crucial consideration. This brief presentation will focus on the classroom interaction between teachers and students.

Two components of the classroom environment need to be defined before proceeding. These components are learning and instruction. Learning is defined as "a change in student behavior". Instruction is defined as "pupil-teacher interaction which is carefully designed to bring about a purposeful change in student behavior". I will be working from the premise that student learning can be maximized by concentrating on the processes that students exhibit, and that instructional strategies should be systematically planned to focus on and reinforce these processes of motor performance. The occurrence of teacher responses in terms of verbal feedback and student motor performance are observable behaviors which will be considered.

The teaching-learning situation can be viewed as a set of cyclical occurrences. In physical education classes, the cycle usually begins with the teacher predetermining the activity for students. The task planned by the teacher is then presented

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to the class. Students then continue the cycle by attempting to achieve the task set. It is at this point that interaction occurs. Student motor performance stimulates teacher response. Changes in student behavior may be a direct result of the teacher's feedback concerning student motor performance. This portion of the cycle continues until the teacher and/or the pupil are agreed that a desired change in behavior has taken place. It is at this juncture that we usually ascertain that "learning" has occurred.

The success of the whole cycle can be purposefully planned and consciously facilitated by the teacher. In order to plan for "learning", the teacher must take into account how students learn to move or precisely what operations are involved in motor performance. The Processes of Motor Performance identified by Jewett and her associates present a logical sequence of operations by which humans learn to move. The seven processes contained in the classification system provide a means of differentiating learning operations. The operations for achieving skill in motor performance are: (see insert)

1) Perceiving
2) Patterning
3) Adapting
4) Refining
5) Varying
6) Improvising
7) Composing

These seven processes are observable as occurring in physical education classes. They can be viewed in two contexts. First, we could watch students moving and find evidence of the processes. Secondly, we could observe teachers and examine

their verbal responses to student motor performance. The latter has been studied and recorded. It was shown that teacher feedback could be classified as indicating student behavior representing the different processes of motor performance as identified by Jewett.

An observation record containing the seven catagories: perceiving, patterning, adapting, refining, varying, improvising, and composing was used to classify teacher feedback to students. The teachers observed were junior high school and middle school physical educators. The results of the study indicated that teachers responded to a variety of processes. They most often viewed their students as patterning or refining movements. But, perceiving and adapting were also regularly recorded. The processes of varying, improvising, and composing were not used at all.

The study mentioned was an initial venture utilizing the processes of motor performance to categorize teacher responses. However, two major implications can be drawn from it. First, it did indicate that teachers do view students as going through processes. If teachers view students this way, then it is possible to consciously plan activities by writing objectives in terms of perceiving, patterning, adapting, refining, varying, improvising, and composing.

Once the objectives have been specified, the situations can be presented to students in process terms. From there the teacher can purposely direct verbal responses to facilitate the achievement of the objectives for motor performance. By purposefully

interjecting the processes of motor performance into the teaching-learning cycle, it is probable that learning will be maximized. The utilization of the processes as a focal point for planning and the subsequent provision of feedback in terms of the desired outcomes of motor performance should contribute to student progress toward achieving curricular goals.